International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading Alignment

Standard	Substandards
Standard 1: Foundations of Literacy Acquisition	1.4 Identify and explain aspects of cognition and behavior that affect reading and writing development.
Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia	2.1 Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof. 2.2 Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes. 2.3 Identify the distinguishing characteristics of dyslexia. 2.4 Understand how reading disabilities vary in presentation and degree. 2.5 Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.
Standard 4: Structured Literacy Instruction A: Essential Principles and Practices of Structured Literacy Instruction	4A.2 Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.
Standard 5: Professional Dispositions and Practices	5.1 Strive to do no harm, maintain confidentiality, and act in the best interest of struggling readers and readers with dyslexia and other reading disorders. 5.2 Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field. 5.3 Avoid misrepresentation of the efficacy of educational or other treatements or the proof for or against those treatments. 5.4 Respect objectivity by reporting assessment and treatment results accurately, and truthfully. 5.5 Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services. 5.7 Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur. 5.8 Support just treatment of individuals with dyslexia and related learning difficulties. 5.9 Respect confidentiality of students or clients. 5.10 Respect the intellectual property of others.